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ABSTRACT

The Regular Education Inservice Program (REIT) at Bowling Green State University (Ohio) assists instructional resource centers (IRC's) and local educational agencies (LEA's) in developing and implementing inservice non-degree programs which respond to the mandates of Public Law 94-142. The target population is regular education personnel working with handicapped personnel in urban, suburban, and rural areas. The REIT network design includes four areas of collaboration between the University, LEA's, and IRC's: needs assessment, planning and implementation of inservice, and evaluation. Programs are offered on three levels: building-based; LEA-based; and region-wide. A program evaluation of REIT components found that new needs assessment techniques and more REIT grant personnel were needed as liaisons to meet the growing demand for REIT services. Project abstracts and descriptions illustrate the range of activities sponsored by REIT. Examples include weekend sessions for school guidance counselors, a workshop on administration of special education programs in an urban setting, and a two-day program for 30 elementary teachers on mainstreaming and individualized instruction techniques for their school. (FG)

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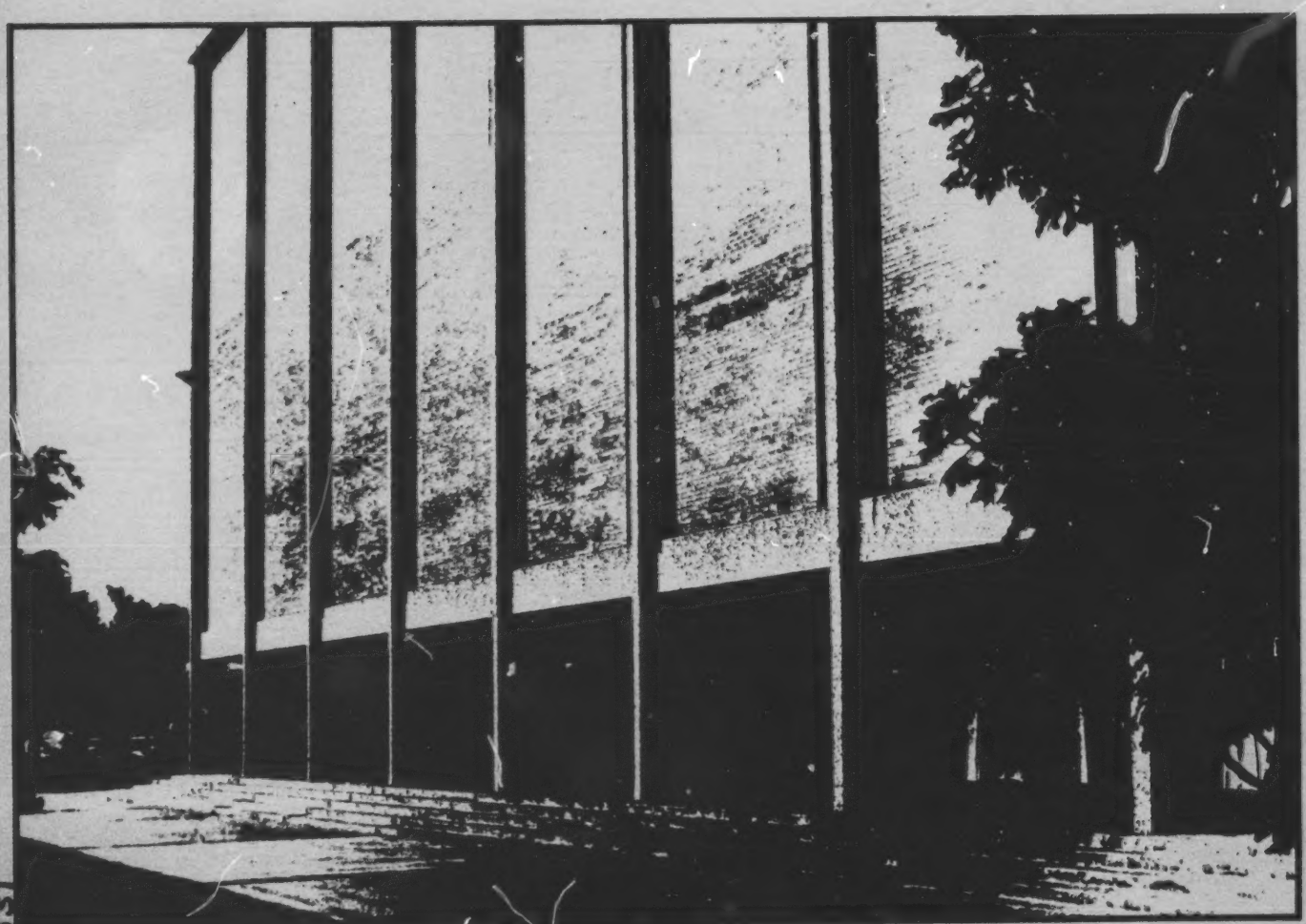

Bowling Green State University
Bowling Green, Ohio

SP018031

REGULAR AND SPECIAL EDUCATORS INSERVICE:

A MODEL OF COOPERATIVE EFFORT

Synopsis of Program Give at

AACTE Annual Meeting Program

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Introduction

The purpose of the Regular Educator Inservice Program (REIT) is to help Instructional Resource Centers (IRC) and local educational agencies (LEA) develop and implement inservice, non-degree programs that meet the needs of regular education personnel working with handicapped youngsters in urban, suburban, and rural areas, and which are responsive to the mandates of Public Law 94-142 and the Ohio Comprehensive System for Personnel Development (CSPD). Each year 12 to 14 inservice programs will be offered for approximately 240 teachers, 80 administrators, and 60 counselors and other support personnel.

Funding History

The REIT was funded for three years by grant number G 008-00-0944 from the United States Department of Education, Office of Special Education (OSE) under Handicapped Personnel Preparation. The funding request for 1980-81 was for $123,180, of which $42,251 came from the OSE and $80,929 was supplemental, real, and in-kind contributions from Bowling Green State University, specifically the Graduate School, the College of Education, and the Department of Special Education. The funding request for 1981-82 was for $129,325. Of this amount $42,000 came from the OSE and $87,325 came from sources at the University. In both instances the funds requested have been granted.

Grant Philosophy

One of the problems in the delivery of inservice to regular educators is that each agency (University, State Regional Instructional Resource Center (IRC) and local educational agencies, county and district (LEA)) was offering their own inservice training programs. None of the agencies was capable by itself of offering a complete

inservice program. Furthermore, this parallel delivery system of inservice training led to duplication of services, poor use of human resources, minimal rise of human resources, and high cost (Figure 1).

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Insert Figure 1 about here

- - - - - - - - - - - - - - -

The major premise of the REIT grant is that inservice training programs are a collaborative effort between the universities, IRC and LEA. The grant recognizes the eminent domains and vested interests of the various agencies as well as the overlap in the delivery of inservice programs. This particular concept is seen in Figure 2. The collaborative effort design minimizes duplication of effort, increases the quality of the training, maximizes utilization of human resources, and significantly reduces cost.

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Insert Figure 2 about here

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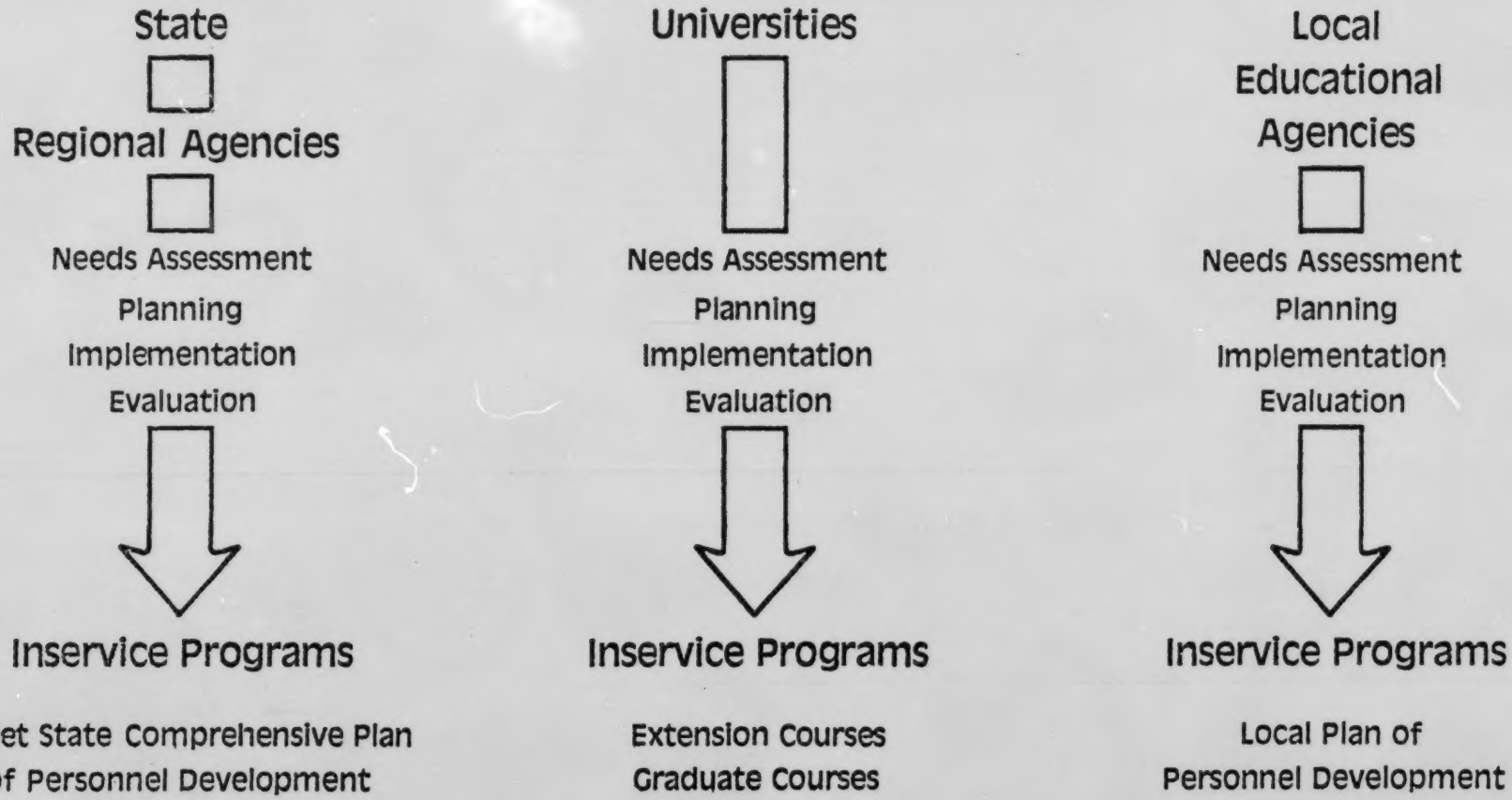
The REIT grant sees four (4) major areas of collaboration between the various agencies (University, IRC, and LEA) in the delivery of inservice training programs. These areas of collaboration are Needs Assessment, Plan and Design of Inservice, Implementation of Inservice, and Evaluation. Collaboration between the agencies in all four (4) areas assures that inservice training programs are individualized to meet local needs and situations, utilizing existing program designs and materials which have been validated for their impact on the education of handicapped students (programs and materials selected and revised to meet local needs). Most of these programs contain a practicum component and follow-up procedures.

Parallel Delivery of Inservice Programs



Parallel Delivery of Inservice Programs

Figure 1

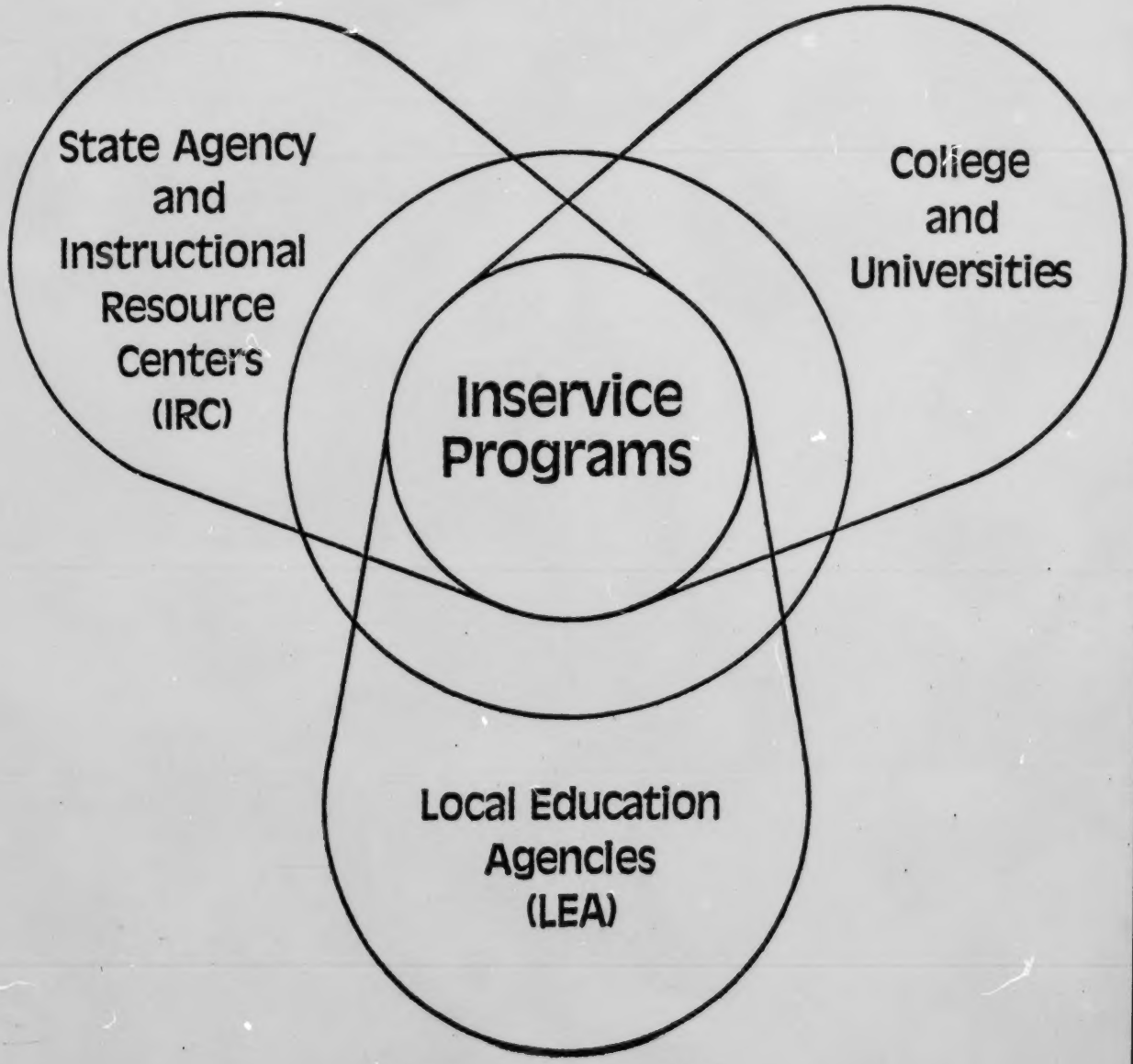

State Agency
and
Instructional
Resource
Centers
(IRC)
College
and
Universities
Inservice
Programs
Local Education
Agencies
(LEA)

Figure 2

Collaborative Response Model of Mutual Areas of Concern: Delivery of Inservice Programs

Liaison Model (Figure 3)

In order to develop a collaborative working arrangement between various agencies, a liaison model was developed. The liaison model is both a communications and working (functional) model to foster needs assessment, plan and design of inservice training, implementation of inservice programs, evaluation and dissemination between the University, IRC and LEAs. The liaison also fosters communication with national projects and agencies such as National Inservice Network, Evaluation Consortium, Council for Exceptional Children, inservice projects from other states and specific local inservice programs.

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Insert Figure 3 about here

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The REIT grant follows a liaison model. Staff on the grant are called liaisons. The activities of the liaison are as follows:

1.0 Background work to develop working relationships between university departments (UD), IRC, and LEAs.

2.0 Needs Assessment

- 2.1 Fostering collaborative efforts
- 2.2 Communicates with national agencies on needs assessment training and procedures.
- 2.3 Design and implementation
- 2.4 Analysis

3.0 Planning and Design of Inservice Training Programs

- 3.1 Fostering collaborative planning efforts.
- 3.2 Maximizing utilization of human resources, UD, IRC and LEA.

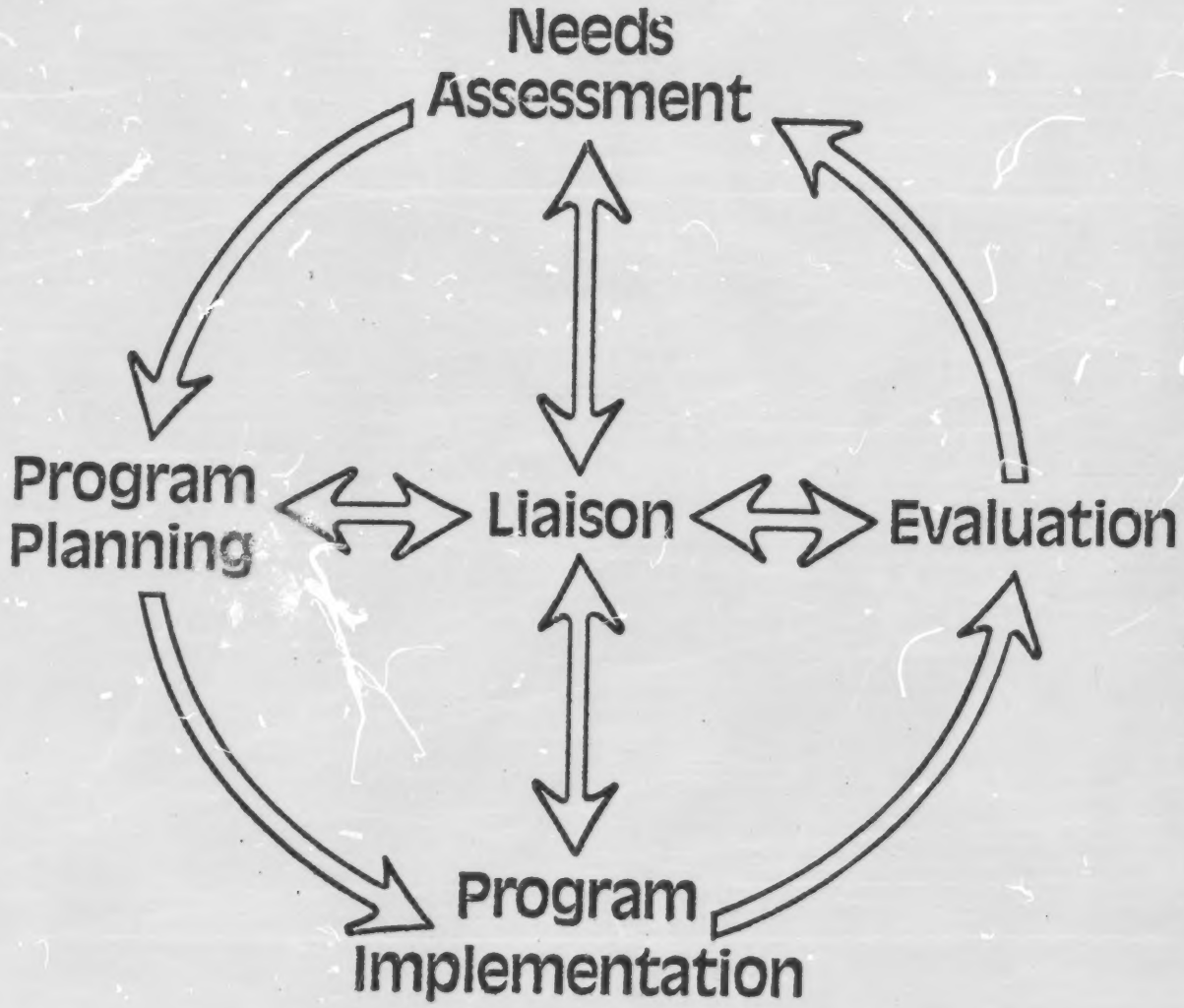
Needs
Assessment
Program
Planning
Liaison
Evaluation
Program
Implementation

Figure 3

Liaison Model

3.3 Fostering use of validated inservice programs.

3.4 Work to assure that inservice training reflects results of needs assessment.

4.0 Implementation of Inservice Training Programs

4.1 Fosters collaborative response for training programs.

4.2 Works collaboratively to assure adequate arrangements for inservice programs.

4.3 Works collaboratively to assure quality inservice programs.

5.0 Evaluation

5.1 Fosters collaborative development of evaluation of all aspects of inservice training programs (Needs Assessment, Planning and Implementation).

5.2 Communicates with other agencies and projects on evaluation designs and methods.

5.3 Facilitates and implements evaluation procedures.

5.4 Fosters the collaborative use of information obtained from evaluation to revise and modify aspects of inservice training programs as well as the activities of the grant.

6.0 Dissemination

6.1 Facilitates dissemination efforts.

6.2 Coordinates and assists dissemination efforts (UD, IRC, and LEA).

The original network design of the REIT project is given in Figure 4. Since the implementation of the project and evaluation of liaison functions, the network design was revised as given in Figure 5.

The specific changes in the new design of the project are (components numbered as in design):

2.0 Needs Assessment Additional Functions

2.1 Training

2.2 Design

2.3 Implementation

2.4 Analysis

3.0 Planning and Management Additional Functions

3.1.1 Collaboration with LEAs personnel

3.1.2 Experts in the field practitioners

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Insert Figures 4 and 5 about here.

- -

Explanation of Network Design

Needs Assessment

During the summer of 1980, the REIT project staff and the staff of the local instructional resource center analyzed the state's comprehensive system for personnel development and the results of the state's needs assessment. An analysis was performed to determine the prioritized needs as designated by the state. An analysis was also made of the regional instructional resource center needs assessment survey. This survey had a low return rate, below 50%. Target population was very small. However, the needs assessment did indicate various trends in inservice needs throughout a thirteen-county area plus the city of Toledo.

The REIT project liaisons also worked with local LEAs in helping to train, develop, and implement local needs assessment. Local needs assessment were individualized and ranged from questionnaires, closed and open

FIGURE 4

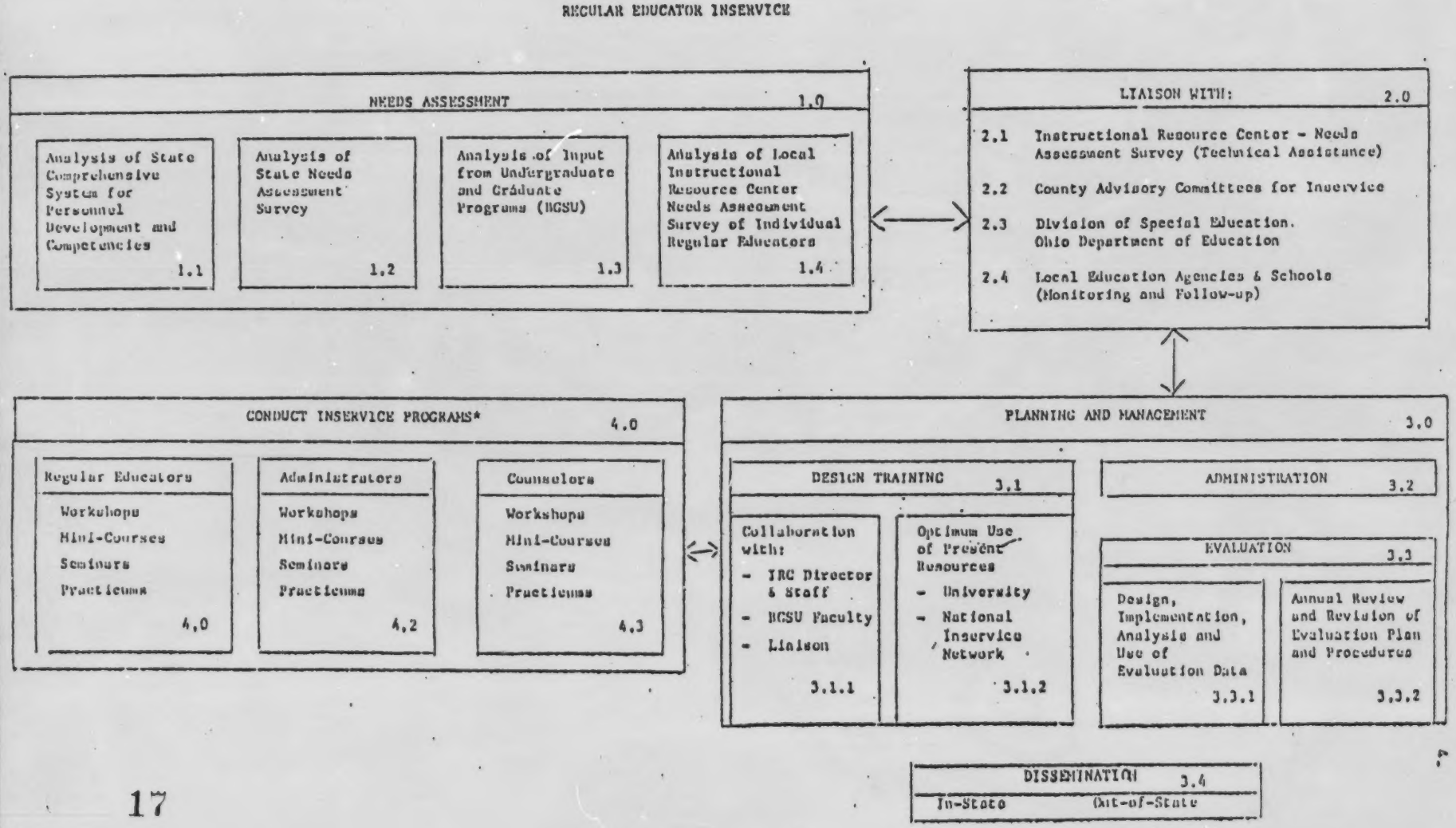
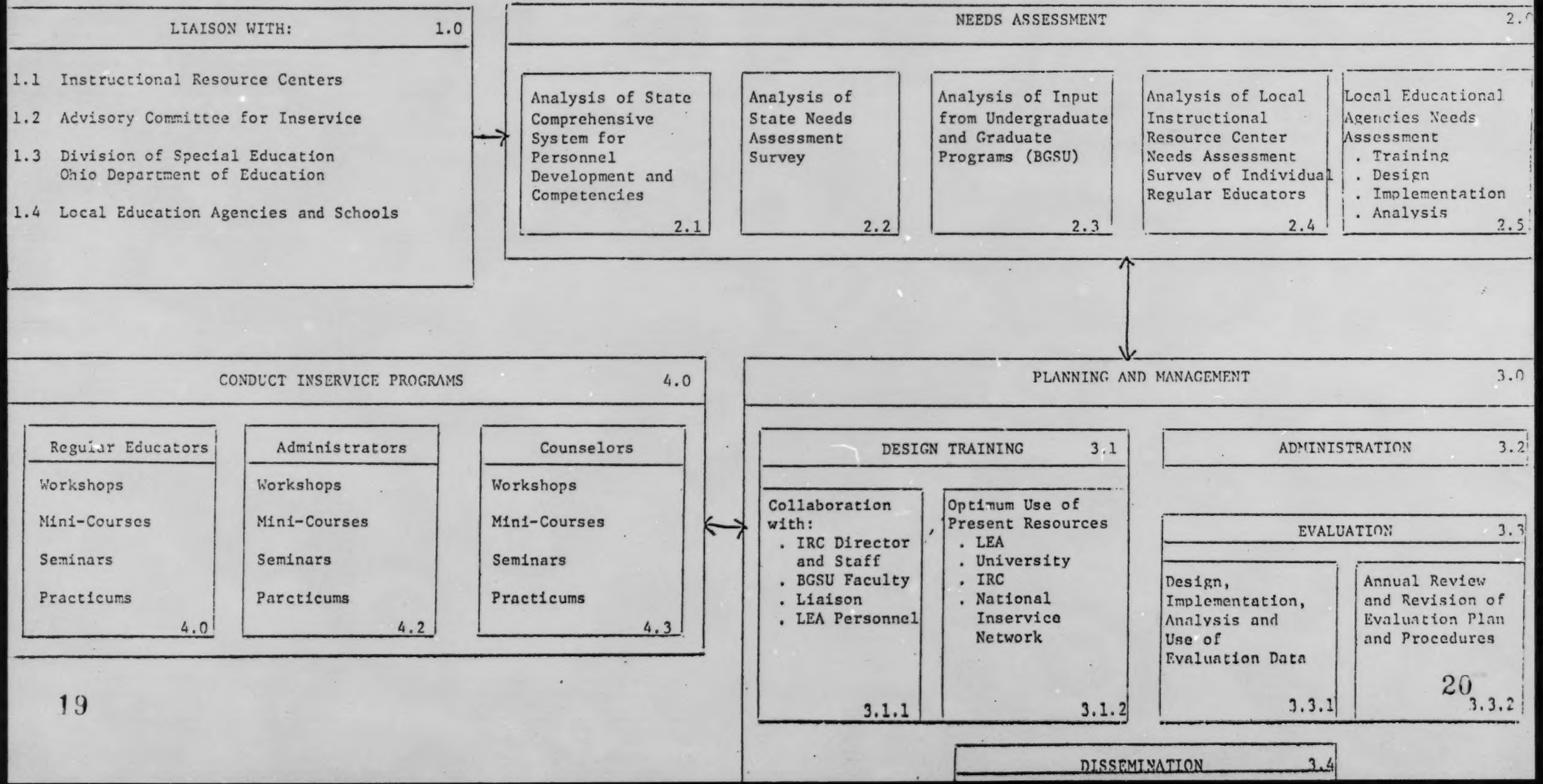

REGULAR EDUCATOR INSERVICE
NEEDS ASSESSMENT 1.0
Analysis of State Comprehensive System for Personnel Development and Competencies 1.1
Analysis of State Needs Assessment Survey 1.2
Analysis of Input from Undergraduate and Graduate Programs (BGSU) 1.3
Analysis of Local Instructional Resource Center Needs Assessment Survey of Individual Regular Educators 1.4
LIAISON WITH: 2.0
2.1 Instructional Resource Center - Needs Assessment Survey (Technical Assistance)
2.2 County Advisory Committees for Inservice
2.3 Division of Special Education, Ohio Department of Education
2.4 Local Education Agencies & Schools (Monitoring and Follow-up)
CONDUCT INSERVICE PROGRAMS* 4.0
Regular Educators
Workshops
Mini-Courses
Seminars
Practicums
4.0
Administrators
Workshops
Mini-Courses
Seminars
Practicums
4.2
Counselors
Workshops
Mini-Courses
Seminars
Practicums
4.3
PLANNING AND MANAGEMENT 3.0
DESIGN TRAINING 3.1
Collaboration with:
- IRC Director & Staff
- BGSU Faculty
- Liaison
3.1.1
Optimum Use of Present Resources
- University
- National Inservice Network
3.1.2
ADMINISTRATION 3.2
EVALUATION 3.3
Design, Implementation, Analysis and Use of Evaluation Data
3.3.1
Annual Review and Revision of Evaluation Plan and Procedures
3.3.2
DISSEMINATION 3.4
In-State
Out-of-State

FIGURE 5

REGULAR EDUCATOR INSERVICE



interviews, brainstorming sessions, etc. The REIT liaisons worked with local personnel to then analyze the results of needs assessment.

On February 9, 1981, a needs assessment workshop was performed in collaboration with the National Council for Exceptional Children, the Northwest Instructional Resource Center, and the REIT grant project. This was a training session in needs assessment for superintendents or their representatives from thirteen counties and the city of Toledo along with representatives of the Northcentral and Northern Instructional Resource Centers. Over 30 educators attended the workshop.

Additional needs assessment was performed at the University to determine prioritized needs and inservice as seen by University faculty. The results of the needs assessment performed by the Office of Extensions, Continuing Education, was also analyzed by the REIT liaisons.

The results of the analysis and needs assessment both from the state, region, and local as well as from the University was used in developing inservice programs.

Planning and Management

The management of the grant is performed through the Department of Special Education. The Chair of the Department is the grant director and supervises the functions of the REIT grant program. There are weekly meetings every Friday for two hours of all of the grant staff. Presently, two faculty members are serving as assistant directors on the grant. One faculty member has one-third release time, the other is released full time to work on the grant. Liaisons are graduate students who are selected because of number of years in teaching special education and experience also in regular education. Office

space, filing, desks, typewriters, and all other office equipment was supplied by the Department of Special Education. A filing system was instituted and revised to better reflect the variety of projects which have been implemented.

Because of the nature of the needs assessment and the particular agencies involved in the planning of inservice programs, there have developed three general types of inservice training programs. These are: Type I, Building Based; Type II, LEA Based; and Type III, Broad Regional Based.

Type I is an inservice held with a single LEA/building-level focus. Typically, it is highly localized providing services over an extended period of time to the same group of training recipients. The recipient group is actively involved in the needs assessment process. The identified needs are used in planning and developing the inservice training. The planning and developing inservice training is carried out by the recipient group with assistance from the liaison and an IRC staff member. The inservice transactions are characterized by recipient group applications of training principles and procedures to resolve locally targeted problems.

Type II is a county/city system-wide inservice program. It is typically a functioning system of school districts banded together or a single district to address a system-wide educational need. Needs assessment are usually carried out through a self-defined process involving a "needs assessment team." This assessment team is usually composed of representatives of the cooperating member LEA, a liaison person, and a staff member from the IRC. In most cases, representatives from the system are familiar in working with one another and may

share common interests and goals. In other cases where it is county-wide, the representatives of cooperating member LEAs (school districts within the county) are not familiar as working partners. Based on the results of the needs assessment, the inservice program is planned. Usually, the county-city system is heavily involved in all phases of planning, developing, and arranging inservice transactions. The liaison person along with the IRC staff member collaborates on the planning, developing, and arranging of inservice transactions. The inservice programs are usually long-range in nature and comprise both a "didactic" and "trainee work" types of training.

The third type (Type III) is a region-wide inservice program. It is typically based on either the IRC needs assessment survey or the needs assessment survey conducted by the Office of Extensions in Continuing Education. The inservice programs are then planned and carried out either by the IRC staff and the REIT grant staff or by the REIT grant staff and the Office of Extensions in Continuing Education. The inservice transactions which are offered address broad needs and are usually "didactic" in nature and have a practicum component. Programs on broad-based inservice programs, such as this, are usually dictated because of a particular population throughout the area such as school counselors, school administrators, etc. These types of populations are not concentrated but spread throughout the thirteen-county area.

Implementation Inservice Training Program

Based on the needs assessment planning and development, three types of inservice programs are provided through the REIT grant liaison model.

Type I: Building Based. The focus of the inservice program is on a problem identified by the needs assessment. The liaison assists in the inservice training. Programs are usually workshops, although courses ranging over several weeks are also delivered along with consulting services from experts. Participants develop skills and abilities to deal with problems specific to the school building in relationship to mainstreamed handicapped children.

Type II: LEA Based. The focus of this type of inservice training is on solving problems specific to particular school districts. Liaison serves on the district advisory committee, attends inservice training programs with participants to facilitate dissemination of information, to work with consultants and faculty, and to collect evaluative data. Programs are usually a series of training sessions conducted by experts in a particular area of interest from the profession and college faculty. Participants develop skills and abilities to deal with a broader spectrum of problems in relationship to their particular school district.

Type III: Broad Based. The focus of the inservice program is on more generic types of needs as indicated by the comprehensive system for personnel development and/or the IRC needs assessment survey. Programs are usually a series of intensive presentations which include panels of experts either from the field or from the University, lectures, and program demonstrations. Participants develop competencies in order to meet their professional responsibilities within their respective school district.

Table 1 gives an overview of the types of inservice programs delivered by the REIT grant. The overview includes recipient type,

TABLE 1

Targeted Inservice Recipient Type	Type of Needs Assessments Done	Role Played By BGSU Liaison Person	Types of Inservice Programs Delivered	Types of Intended Outcomes of These Inservice Programs
Type I: Single Building Persons Building Based	Group process often initiated with a needs survey. Focus is on problem identification and clarification.	Consultant to the LEA/ building to assist N.A. process, training design process, training delivery process. Works closely with one IRC consultant to support this LEA/building work.	1. Workshops 2. Courses 3. Consultative assistance	Trainees with local problem focused: - Abilities/skills to apply trained methods/procedures on-the-job.
Type II: County/ City System Persons LEA Based	Group process involving representatives from the school systems in the city/ county. Focus is on problem identification and clarification.	Serves on county/city policy board. Attends training along with county/city representatives. Facilitates group meetings addressing N.R., inservice planning, developing and arranging. Inservice. Works closely with IRC consultant.	A program of: 1. Workshops 2. Courses 3. Consultative assistance 4. Presentations	Trainees with local problem focused: - Awarenesses - Knowledges - Understandings - Abilities/skills needed to apply trained methods/ procedures on-the-job.
Type III: Region Wide Persons Broad Based	Broadly administered "one-shot" needs survey seeking individuals' response to a broad spectrum of potential needs. Needs are grouped and prioritized by respondent type.	Works with IRC staff to examine IRC N.A. data, and select and arrange IRC training strategies to address priority needs. Where these strategies lie heavily in the university arena the liaison is more heavily involved.	Presentations 1. Workshops 2. Series of training sessions 3. Courses	Trainees with self selected: - Developed awarenesses - Developed knowledges - Develop understandings

needs assessment done, role of the liaison person, types of inservice programs delivered, and types of intended outcomes from these inservice programs. Tables 2, 3 and 4 give a profile of the educators participating in these types of programs as well as number of handicapped children impacted by the program.

- -

Insert Tables 1, 2, 3, and 4 About Here

- -

A brief description of various program content is found in Appendix A. Projects being planned for this Spring, Summer and Fall, 1981 are listed in Appendix B.

Evaluation of Project

Two evaluation workshops were held with Dr. Chuck Hunter, Evaluation Consortium, on February 24 and March 12 to review and revise evaluation design and implementation. A sequence of evaluation questions generic to each of the three types of inservice programs were developed for the project. These questions listed below replaced many questions in the original design.

1. What is the nature of the groundwork done by REIT to seed, nurture, and support a public school system's interest in developing and conducting inservice?
   - 1.1 What types?
   - 1.2 Who does it? What parties are involved?
   - 1.3 When is it done?
2. What is the nature of the needs assessment done?
   - 2.1 What types/methods are used?
   - 2.2 Who is involved?
   - 2.3 What gets produced?

TABLE 2

TYPE I: BUILDING BASED

(As of January, 1981; does not include Winter/Spring, 1982)

School, District, or Program	Credit/ Non-Credit (C or NC)	Participants	School Levels	Sex	Average Years of Experience ($\bar{X}$)	Approximate Number of Students Affected
Wayne-Trace Local	NC	25 regular teachers	9-12	11 male 14 female	$\bar{X}$ = 13 yrs.	55 handicapped and 509 nonhandicapped
Liberty Center	NC	30 regular teachers	K-6	--	$\bar{X}$ = 10 yrs.	77 handicapped and 675 nonhandicapped

TABLE 3

TYPE II: LEA BASED

(As of January, 1981; does not include Winter/Spring, 1981)

School, District, or Program	Credit/ Non-Credit (C or NC)	Participants	School Levels	Sex	Average Years of Experience ($\bar{X}$)	Approximate Number of Students Affected
Paulding County	C	33 regular teachers	K-6	10 male 23 female	$\bar{X}$ = 15 yrs.	118 handicapped and 2382 nonhandicapped
Clyde Exempted Schools	NC	1 superintendent 1 director of personnel 1 assistant superintendent 5 principals 15 regular teachers	K-12	11 male 13 female	$\bar{X}$ = 15 yrs.	--
Workshop on Administration of Special Education Programs in Urban Settings	C	15 principals 10 assistant principals	K-12	17 male 8 female	$\bar{X}$ = 13 yrs.	3400 handicapped 1400 speech and communication 46000 nonhandicapped
Introduction to Learning and/or Behavior Disorders	C	30 regular teachers 1 superintendent	K-12	8 male 23 female	$\bar{X}$ = 5 yrs.	48 handicapped 600 nonhandicapped

TABLE 4

TYPE III: BROAD BASED

(As of January, 1981; does not include Winter/Spring, 1981)

School, District, or Program	Credit/ Non-Credit (C or NC)	Participants	School Levels	Sex	Average Years of Experience ($\bar{X}$)	Approximate Number of Students Affected
School Counselor's Role in Least Restrictive Alternative Placement	C	10 counselors 3 principals 2 regular teachers	K-12	3 male 12 female	$\bar{X}$ = 10 yrs.	65 handicapped and 555 nonhandicapped
Administrators Sequence "Role of the Principal in Special Education"	C	7 regular educators	K-12	2 male 5 female	$\bar{X}$ = 7 yrs.	10 handicapped and 150 nonhandicapped
Materials and Methods and Practicum	C	2 regular teachers	K-6	2 female	$\bar{X}$ = 2 yrs.	--

3. What is the nature of the inservice planning/developing done to prepare for inservice delivery?
   - 3.1 What types of planning/development?
   - 3.2 Who is involved?
   - 3.3 What gets produced by this planning/development?
4. What is the nature of the inservices that are actually delivered?
   - 4.1 What types are delivered?
   - 4.2 Who attends?
   - 4.3 What outcomes of the delivery are attained?
5. What is the effective impact of the inservices on (formal evaluations):
   - 5.1 Participants
     - 5.1.1 Immediate
     - 5.1.2 Long range
   - 5.2 Handicapped children
   - 5.3 School environment
     - 5.3.1 Immediate
     - 5.3.2 Long range
6. What is the nature of REIT staff communications amongst themselves about their individual liaison work?
7. Are REIT inservice project files properly developed and maintained?

Needs Assessment

The evaluation of needs assessment has indicated that new assessment techniques and procedures need to be implemented. More specifically, the needs assessment surveys are not as useful in planning and implementing inservice as individualized needs assessment at county, city, and school building level.

Liaison Activities

The evaluation of liaison activities has indicated that the liaison has spent one day a week in contact with IRC staff. Since June, the liaison has contacted 60 local elementary and secondary schools, and has averaged 3.5 contacts per week with university personnel and Continuing Education Program personnel. The liaison has to attend a fourteen-county-wide principals' retreat and a fourteen-county-wide supervisors' conference to discuss inservice for regular educators. In March, REIT grant liaisons initiated interfacing with two other IRC's. This expands grant activity by an additional ten (10) counties.

The evaluation of liaison activities in needs assessment, planning and implementation, delivery of inservice courses, evaluation, and dissemination has indicated a need for more grant personnel in order to meet the growing demand for REIT grant services.

Planning and Management

The evaluation of the planning and management aspect of the REIT grant has indicated a revision of the filing system. With each contact, that is evaluation question number 1, a folder is begun. As the inservice projects develops, data for each evaluation question is placed in the file--needs assessment, inservice planning and development, nature of the inservice actually delivered, formal evaluation design. The evaluation of planning and management also indicated that liaisons had to be more conscientious in filling out contact sheets and program progression forms as well as placing material in project files.

Material is now being gathered and placed in the files for each project. When this is complete, the grant will be able to answer the evaluation questions.

Delivery of Inservice Programs

The data on the nature of the inservices that are actually delivered has been collected and is being put in the files for review and analysis. The data on what is the effective impact of inservices on participants is being gathered. The data on the immediate impact on participants has already been gathered and is being placed on IBM cards for statistical analyses. The evaluation data on the long-range impact has now been gathered on the fall inservice program and is being put on IBM computer cards for statistical analyses. Instruments to measure the effective impact of inservice programs on handicapped children in the regular classroom are being developed. Instruments to measure the long-range impact on school environment where the participant works are also being developed.

The data on the first year of the project will be analyzed during the months of May, June and July. This data will be utilized for the revision and modification of the grant during the second year.

Dissemination

Dissemination activities at the level of the local educational agencies has been performed. This was done by the development of two brochures which have been produced and disseminated to county, city, and local school districts (see Appendix C).

The REIT grant, liaison model, was presented at the Annual Conference of the American Association of Colleges for Teacher Education held in February in Detroit. The results of this dissemination activity have been a request by the American Association of Colleges for Teacher Education for the written text of the presentation for use in their various task forces.

The REIT grant, liaison model, was also presented to the Inter-university Council on Special Education in the State of Ohio. This council contains membership from all universities and colleges in the State of Ohio which have colleges or departments of education. This dissemination activity took place on March 6, 1981 in Columbus, Ohio.

The REIT grant staff is in the process of developing a book based on the liaison model. The book will contain examples of various projects. This book will be published under the EDGAR guidelines in conjunction with the Office of Special Education Market Linkage Project for Special Education (LINC).

APPENDIX A

DESCRIPTION OF SAMPLE PROJECTS

Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone 372-0151

Project Abstract

Administration and Management of
Special Education Problems
(Broad-Based)

Based on the IRC's Spring, 1980 annual needs assessment, a course was developed to meet the identified concerns of administrators in the Northwest Ohio, 13 county area. Grant liaison and an IRC consultant worked together to develop the format and content of this course. Classes were held on Thursday evenings, from 5:30 - 9:30 p.m., at the Holiday Inn in Bowling Green. Dinner was provided at no cost to the participants and provided an opportunity for interaction.

Topics for this course included current special education laws and rules, identification, multifactored assessment, placement, IEP's, annual reviews, child information management systems, due process, procedural safeguards, and funding. Presenters for this course included a mix of LEA consultants, university professors, state department personnel, IRC staff, and an attorney.

Evaluation consisted of a post-test at the last session.

RIS Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ. Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone: 372-0151

Project Abstract

School Psychologists Course
(Broad-Based)

Based on the IRC's Spring, 1980 annual needs assessment, a course was designed to meet the identified concerns of school psychologists in the Northwest Ohio, 13 county region. Grant staff, the university extensions office, and an IRC consultant worked together to develop the content and format of this course. These were further refined at the first session, when participants, using the nominal group technique, presented their ideas and concerns they wished to have addressed through the course.

Course content includes assessment and placement for both high incidence and low incidence handicapped children, counseling with families, and meeting the needs of the gifted, the mentally retarded, and the behaviorally disordered.

The course is being offered at the Holiday Inn in Bowling Green, from 5:30 - 9:30 p.m. Dinner is served at each session at no cost to the participants.

Besides BGSU faculty, other presenters for this course will include consultants/specialists from the IRC and various LEA's.

An evaluation tool will be designed and administered at the last session.

Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ. Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone 372-0151

Project Abstract

(Building-Based)

One inservice project focused on the specific needs of a particular elementary building and involved 30 teachers working with 500 students. Through a personal interview approach, the needs and concerns of the teachers were assessed during several visitations by liaison from BGSU. The county regular education supervisor also assisted in this needs assessment.

A planning team, consisting of BGSU personnel, an IRC consultant, the county supervisor, the elementary principal, and a building teacher, was formed to plan and implement an inservice program based on the identified needs. The identified needs fell basically into two categories: mainstreaming the mildly handicapped student, and individualizing instruction in the classroom.

Early dismissal of students was scheduled for two days to provide time for this inservice. Session I dealt with the IEP process, including identification, assessment, diagnosis and prescription. During the interim period of 5 weeks, between Session I and Session II, each teacher was asked to work on a child-study project, applying the principles of individualizing instruction. A consultant was available one day per week during this interim to assist teachers on this child-study project and to solicit teacher input for planning Session II. Video-tapes, dealing with individualizing instruction, were also available to the teachers during this interim.

Session II focused on group sharing and group problem solving. Further options for individualizing instruction were also offered with a mix of presenters from BGSU and LEA's. After Session II, follow-up consultation was also available.

Evaluation of the inservice was conducted via questionnaires and personal interviews.

Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ. Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone 372-0151

Project Abstract

(LEA-Based)

A sequence of five courses leading to LD certification and a master's degree in special education was developed and offered on-site by a BGSU professor serving as a field-based supervisor. This supervisor was hired by the local board of education, and the courses were for all interested educational personnel in the county and surrounding areas.

The needs assessment was conducted during the 1979-80 school year and covered all school personnel. It was in the form of a questionaire, as well as personal interviews.

Classes were held in a local restaurant with the dinner break providing opportunity for dialogue among the participants and the university professor. Participants in these courses consisted of a mix of teachers, supervisors, principals, and the county superintendent.

Attitude and knowledge data was gathered in the form of a pre-test/post-test evaluation design. Evaluation also included direct observation on the part of the BGSU professor.

Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone: 372-0151

Project Abstract

Guidance Counselor and Exceptional Children
(Broad-Based)

Based on the IRC's Spring, 1980 annual needs assessment, a course was developed to meet the identified concerns of guidance counselors in the Northwest Ohio, 13 county region.

The format of this course consisted of three weekend sessions, each session consisting of Friday evening, 6:00 - 10:00 p.m.; Saturday morning, 9:00 - 12 noon; and Saturday afternoon, 1:00 - 4:00 p.m. These sessions were held at the Holiday Inn in Bowling Green.

Three hours of post-Master's graduate credit were given for participation in this course.

Topics for this course included a history of special education, P. L. 94-142, the SERRC (IRC) network, a proposed role for the counselor in relation to exceptional children, and the changing relationship between "education" and "special education." Certain activities that were also a part of the course included problem solving regarding legislative mandates dealing with exceptional children and their parents, role playing dealing with the counselor as a consultant, interaction with exceptional children, and interaction with parents of exceptional children.

BGSU staff involved in the course included personnel from both EDAS and EDSE.

A post-hoc evaluation was done of the participants' perceived strengths after the course.

RIS Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone 372-0151

Project Abstract

Needs Assessment Leading to L.D. Curriculum Changes and Determination of In-Service Content (LEA-Based)

The purpose of this project is two-fold: 1) to determine the appropriateness of the LD self-contained classroom and LD tutoring program in terms of preparation for entry into regular education classes; and 2) to identify areas of need for in-service training for regular education teachers who have mainstreamed LD children in their classrooms.

The project was designed through input from the following persons: SERRC consultant, LEA Elementary Instruction Director, LEA School Psychologist, and Grant Liaisons. A structured interview/questionnaire was designed and will be administered via a one-to-one interview with each teacher by grant liaisons. This data will be analyzed by the planning committee to determine necessary/desirable curricular modifications and content for in-service delivery.

Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ. Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone: 372-0151

Project Abstract

A Workshop on Administration of Special Education Programs in an Urban Setting

(LEA-Based)

The project was based on several premises which point out the importance of the building principal in providing an appropriate education for handicapped students. First, principals need to be familiar with the concepts outlined in P.L. 94-142 and understand how these should be implemented. Second, principals must facilitate teachers' acceptance of mainstreaming and the handicapped by planning and implementing inservice programs. Finally, the principal's support of mainstreaming can help ensure the success of mainstreaming in their buildings.

The objectives of the program were:

1. To develop an awareness of the problems of special education.
2. To develop an awareness of the different types of special education programs.
3. To become familiar with special children and their needs.
4. To outline techniques to meet the needs of the special education child in the regular classroom (mainstreaming).
5. To discuss legal issues and the moral and ethical implications.
6. To outline parental concerns for their handicapped child.

Planning involved a committee of administrators from the local school system (including several principals), an IRC consultant, and a member of the grant staff. A one-day workshop was conducted for all district principals. During this workshop, a "brainstorming" session was conducted to determine needs of participants and to develop the framework for weekly sessions. Sixteen sessions were planned, each conducted by experts in special education. The course included the development of a practical handbook to be used by the school system for providing appropriate education to mild, moderate, severe/profound, and low-incidence students.

A unique feature of the final project was the flexibility regarding participant attendance and earned university credit. Credit was earned according to the following schedule:

16 sessions + initial one-day workshop = 6 university credits
10 sessions + initial one-day workshop = 4 university credits
5 sessions + initial one-day workshop = 2 university credits
2 sessions + initial one-day workshop = 1 university credit

IRIS Federal Grants

Regular Educator Inservice Training
Integrated Learning School Psychology
Special Educ. Handicapped Pre/In Service

Bowling Green State University

Department of Special Education
Bowling Green, Ohio 43403
Phone 372-0151

Project Abstract

(Building-Based)

An afternoon inservice was developed for secondary teachers at a rural high school. Twenty-eight teachers, affecting approximately 500 students, participated.

A main topic of concern, according to the local superintendent, was the mainstreaming of mildly handicapped students. A short assessment of self-perceived needs regarding mainstreaming was anonymously completed by the teachers prior to the inservice, in an effort to increase the practicality of the presentation. Additional concerns and input were solicited during the inservice presentation itself.

Grant liaisons, in cooperation with an IRC consultant, and the local superintendent, developed this inservice. The needs assessment instrument and the evaluation tool were developed by the grant staff. Grant liaisons also assisted in the recruitment of a BGSU faculty member to serve as the presenter.

Release time was granted to the teachers to attend this inservice.

ABSTRACT

Broad Based Administrative Inservice

January 8	Current Special Education Laws and Rules - Where Do We Go From Here? Bob Carson, Toledo Public Schools
January 15	The Mentally Retarded, LBD, Low Incident Student in the Public School Rob Freeman and Alex Johnson, BGSU
January 22	Identification, Multifactored Assessment, Placement, EAP's and Annual Reviews Team--Susan van Duyne, Debbie McCracken, Kim Simmons, and Ed Fiscus, BGSU
January 29	Support Staff and Parents Mel Hyman, Speech Communications; Robert Freeman, BGSU, and two parents from Swanton
February 5	Child Information Management Systems Ray Miner, SERRC; Paul Clark, Paulding County; Bruce Kelly, Chief Psychologist, Toledo City Schools; Dave LeGats, Case Messenger, Toledo City Schools
February 12	Pupil Personnel Administration - Regular and Special Education Bob Carson, Dick Moreland and Jan Osborn
February 19	Due Process and Procedural Safeguards Norm Lattanza, Gary Keller
February 26	Comprehensive Plan and Program Review and Evaluation Procedures Panel, Paul Kramer, John Poth, and Philis Pew from the State Department
March 5	Flow-Thru Funds and Program Operation Ed Tallarico, SERRC
March 12	Federal Funding Expectations Ron Etzel and H. John van Duyne
March 19	Summary Session/Special Reports

SPECIAL EDUCATION MATERIALS & APPLICATIONS PROGRAM

FOR CLASSROOM TEACHERS

Co-Sponsored by Bowling Green State University
and IRC in cooperation with the local schools.

Two programs have been integrated to provide information, skills, understanding and applications of materials in working with individual learners and with groups of individuals. The program is recommended for regular education teachers interested in instructional materials development and individualization of instruction for handicapped students at elementary or secondary levels.

"Problems in Evaluating, Selecting and Adapting Specialized Materials for Exceptional Pupils"

"Practicum in Materials Application"

Time Period	The program begins September 15 with regular weekly meetings in the Fall and with more limited meetings Winter and Spring during the practicum period. The program will be completed in late April or early May (approximately 20 sessions of 3 hours each or practicum equivalents).
Location	Group A: Tiffin Mental Health Center, 600 North River Road, Tiffin, Ohio. 5:30-8:30 p.m. Thursdays.
Course Content	Selection, review, and use of materials. Extra sets of materials provided to participants by Northwest Ohio IRC. Relating materials to individual student problems and/or handicaps as part of the analysis of problems and remediations. Use of actual materials in participant classrooms, developing/ selecting/ purchasing materials appropriate for each teacher participant. Participation and cooperation of Special Education IRC staff and area supervisors. Limited workshop experiences available for "low incidence", multi-handicapped and other unique programs at the option of the participant.

Regular teachers will be encouraged to consider adoption and development of various types of materials. The IRC will be able to assist with the selection, development, and purchase of materials for this program.

During the practicum component of the program the teacher participants may choose to have either during classes or after school day on-site reviews of materials, learning problems, and related procedures. Practicum is conducted by Bowling Green State University faculty.

INSTRUCTIONAL MATERIALS FOR SPECIAL CHILDREN

Dr. Alex Johnson, Tiffin, Tiffin Mental Health Center
Tuesday Nights, 5:30-9:30

Dr. Ed Fiscus, Bryan
Wednesday Nights, 5:30-9:30

FALL 1980: Eight sessions at approximately four hours each.

WINTER 1981: One two-hour Seminar in early February.

SPRING 1981: Six-hour workshop.

FIELD WORK (Supervised): 20 hours

Syllabus

Week I — Materials Evaluation Model

Week II — Hands on with Materials in Mathematics, Reading, Social Skills, Language, etc.

Week III — IEP and Material Selection, Material Development, and Material Evaluation

Week IV — Adapting and Modifying Materials

Week V — Visual and Auditory Presentation Characteristics of Mainstreamed Students

Week VI — Resources, i.e. Special Education Regional Resource Centers, discount stores, conventions and journals

a. state
b. national
c. local

Week VII — Materials for Attitudinal Development

Week VIIII — Working with Parents

a. How to individualize materials
b. How to work with children at home

Assignments

1. Development of an evaluation model.

    a. Pre-purchase
    b. Use with students
    c. Evaluation of the effect of the materials

2. Analysis of what is available in local districts

3. Field experience in applicability and usability of materials

ABSTRACT

EDUCATIONAL DIAGNOSIS OF CHILDREN WITH LEARNING PROBLEMS

Part I: Purpose

The purpose of this course focuses on the diagnosis of various social, behavioral, perceptual, and language difficulties of children with learning disabilities.

Part II: Competency Areas

At the conclusion of EDSE 553, participants will be able to:

1. Discuss levels, purposes, and issues in assessment.
2. List the principles of educational assessment.
3. Differentiate between formal and informal assessment instruments.
4. List various informal assessment methods/devices (observation, interview, etc.)
5. Describe the characteristics essential for accurate assessment (reliability, validity, etc.)
6. Demonstrate the ability to access both formal and informally:
   a. The learning environment
   b. Spoken language
   c. Perception
   d. Reading
   e. Arithmetic
7. Discuss psychoeducational evaluation (to evaluate intellectual processes, task analysis, combined approach).

Part III: Course Outline

1. Introduction and Overview
   Levels of Assessment
   Purposes of Assessment
   Issues in Assessment
2. Principles of Educational Assessment
   Diagnostic Teaching Plan
   Collecting Assessment Data
   Formal Standardized Tests
   Informal Tests
   Criterion Reference Testing
   Case Histories
   Characteristics Essential for Accurate Assessment

3. Practical Approaches to Assessment
   Using Standardized Tests, Informal Tests
   Interpreting Assessment Data
   Educational Recommendations

4. Ecological Assessment
   Appropriate Diagnostic Tools
   Assessing the Learning Environment
   Using Ecological Assessment Techniques

5. Perceptual Assessment
   Perceptual Disorders
   Modalities
   Assessment of Perceptual-Motor Disorders
   Standardized and Informal Assessment Techniques
   Perception and Academic Achievement

6. Spoken Language Assessment
   Dimensions of Language
   Factors Affecting Language Development
   Assessment of Spoken-Language Disorders--Formal and Informal

7. Reading Assessment
   Definition of Wording
   Stages of Reading
   Assessing Word Analysis Skills
   Formal and Informal Techniques
   Comprehension Models and Skills
   Assessing Reading Comprehension Difficulties

8. Arithmetic Assessment
   Causes of Arithmetic Problems
   Arithmetic Skill Sequences
   Formal and Informal Assessment

Part IV: Demonstration of Competencies

Participants will demonstrate competencies by:

1. Study questions.

2. Administering informal and formal assessment devices and analyzing the results for the following areas:

   a. The learning environment
   b. Language
   c. Perception
   d. Reading
   e. Arithmetic

3. Examine and evaluate three formal assessment instruments.

ABSTRACT

CURRICULUM DEVELOPMENT FOR LEARNING DISABLED CHILDREN

Part I: Purpose

The purpose of this course focuses on the remediation of various social, behavioral, perceptual, and language difficulties of learning disabled children. Various curricular programs, curriculum adaptation, evaluation and availability of commercial materials will be discussed. Roles of the teacher of learning disabled children will be emphasized.

Part II: Competency Areas

The participant will demonstrate knowledge of:

1. Remediation of social and behavioral, perceptual, motor, visual, auditory, reading, spelling, handwriting, and arithmetic problems.
2. Instructional approaches for various patterns of strengths and deficits.
3. The visual/sight-word methods for teaching problem readers.
4. Developing proficiency in handwriting.
5. The role of the resource room teacher.
6. Organization of various educational programs for learning disabled children (resource room, self-contained, etc.).
7. Evaluation of various educational programs for learning disabled children.
8. Various commercial materials available for remediation.
9. Adaptation for use by the learning disabled student of materials currently used in regular classrooms.

Part III: Course Content

1. Selecting the Least Restrictive and Most Productive Type of Program
2. Remediation of Social and Behavioral Disorders
3. Remediation of Perceptual Motor Disorders

4. Remediation of Visual Perceptual Disorders

5. Remediation of Auditory Language Disorders

6. Reading Disorders

7. Instructional Approaches for Various Patterns of Strengths and Deficits

8. Visual/Sight-Word Methods for Teaching Problem Readers

9. Auditory Phonetic Methods of Teaching Reading

10. Remediation of Spelling Disorders

11. Handwriting Disorders

12. Developing Proficiency in Handwriting

13. Remediation of Arithmetic and Mathematics Disorders

14. Working with Parents of Children with Learning Disabilities

15. Recordkeeping

16. Teaching Study and Location Skills

17. Programs for Secondary School Students with Learning Disabilities

18. Curriculum Adaptation

19. Classroom Organizations

20. Role of the Resource Teacher

Part IV: Demonstration of Competencies

1. Resource room simulation

2. Curriculum adaptation

3. Study questions

4. Group presentation

ABSTRACT

PRACTICUM WITH LEARNING DISABLED STUDENTS

Part I: Purpose

The focus of this course is to provide the participant with individual observations, supervised practicum experiences to develop diagnostic prescriptive teaching skills with learning disabled students.

Part II: Competency Areas

1. Experience with administering and interpreting standardized and informal tests, and observation systems.
2. Recognize the impact of the environment on the student's test performance.
3. Identify alternative human relation skills in order to promote a positive testing/learning environment.
4. Develop strategies for communicating verbally and in writing test results to other professionals and to parents.
5. Develop an IEP on the basis of test data.

Part III: Course Content

The participant will be assigned a supervised field setting where she/he will be able to achieve the above stated objectives.

Part IV: Demonstration of Competencies

1. Participation in classroom activities.
2. Administering various assessment devices.
3. Developing a teaching plan for selected setting for small and large group presentations.
4. Developing a behavioral management system.
5. Self-evaluation.
6. Observation by University instructor and classroom teacher.

ABSTRACT

PROBLEMS IN SPECIAL EDUCATION

Part I: Purpose

The course will focus on the foundations of special education, characteristics of various exceptionalities, service delivery models, and personal and professional development. Problems related to each will be discussed.

Part II: Competency Areas

The participant will demonstrate knowledge of:

1.0 The foundations of special education

- 1.1 Definitions/purpose
- 1.2 Labeling and classification of exceptional persons
- 1.3 Historical and societal foundations
- 1.4 Legal foundations

2.0 Characteristics of various exceptionalities

- 2.1 Definitions
- 2.2 Learning and behavioral characteristics
- 2.3 Prevalence
- 2.4 Etiology
- 2.5 Educational approaches/strategies
- 2.6 Role of parents and the family
- 2.7 Prevention

3.0 Service delivery to exceptional children and youth

- 3.1 Screening and identification
- 3.2 Measurement and assessment
- 3.3 Systematic instruction and behavior change
- 3.4 Early intervention
- 3.5 School services
- 3.6 Residential alternatives
- 3.7 Secondary and adult handicapped

4.0 Personal and professional development

- 4.1 Acceptance and understanding of exceptional children and youth
- 4.2 Careers and professional roles in-special education
- 4.3 Professional literature
- 4.4 Service organizations/agencies

Part III: Course Content

1. Legal and Financial Framework for Services to Exceptional Students
2. Providing Programs and Services: A Philosophic Case, etc.
3. Education of Children and Youth Who Are Hearing Impaired
4. Education of Children and Youth Who Are Visually Impaired
5. Education of Children and Youth with Speech and Language Disorders
6. Education and Training of the Mentally Retarded
7. Education of Children and Youth Who Are Emotionally Disturbed
8. Education of Children and Youth Who Have Physical or Health Impairments or are Multi-Handicapped
9. Education of Children and Youth with Unusual Gifts and Abilities
10. Early Education of Handicapped Children
11. Education of Handicapped Adolescents: Unique Problems Associated with Secondary School Programming
12. Programs and Services for the Adult Handicapped

Part IV: Demonstration of Competencies

Participants will demonstrate competencies by:

1. Weekly quizzes.
2. Group presentation on problem identified in special education and possible solutions.
3. Interview a professional person, other than a teacher, involved with handicapped youth.

ABSTRACT

EDUCATIONAL CHARACTERISTICS OF LEARNING DISABLED CHILDREN

Part I: Purpose

The purpose of this course is to provide an overview of the educational characteristics of learning disabled children. Focus is on legal provisions for learning disabled children, various definitions, etiology, educational approaches, strategies, and responsibilities of professionals (special, regular class teacher, administrators, and others).

Part II: Competency Areas

At the conclusion of EDSE 456, participants will be able to:

1. Describe the purpose, provisions, and implications of P.L. 94-142.
2. State appropriate procedures for referral, multi-factored assessment, educational placement, and maintenance of school records.
3. Identify violations of due process.
4. Identify the parts of an Individual Education Plan.
5. List various educational approaches available to learning disabled children.
6. Identify responsibilities of all professional personnel involved in the education of learning disabled children.
7. Definition, educational characteristics, prevalence, and etiology and prevention of learning disabled children.
8. Describe various educational approaches/strategies for working with learning disabled children.
9. List and explain various educational theories as related to learning disabilities (perceptual motor, language, cognitive, etc.).

Part III: Course Content

1. Significant contributors to the field.
2. Legislation as is specifically related to the field of LD.

3. Current theories in perceptual motor development.

4. Current theories in language development.

5. Current theories in cognitive development.

6. Current theories in social/emotional development.

7. Analysis of the educational environment.

8. Model resource programs that integrate the handicapped with the non-handicapped.

9. Needs of regular classroom teachers.

10. Teaching strategies for K-6 grades.

11. Teaching strategies for 7-12 grades.

12. Task analysis model--future trends in field of LD/BD--Current issues in field of LD/BD.

Part IV: Demonstration of Competencies

Participants will demonstrate competencies by:

1. Weekly quizzes.

2. Weekly written study questions.

3. Simulation activities.

4. Group activities.

5. Exit interview.

TOLEDO PROJECT

"A WORKSHOP ON ADMINISTRATION OF
SPECIAL EDUCATION PROGRAMS IN AN URBAN SETTING"

This Toledo project is based on several premises which point out the importance of the building principal in providing an appropriate education to handicapped students. First, principals need to be familiar with the concepts outlined in P.L. 94-142 and understand how these should be implemented. Second, principals must facilitate teachers' acceptance of mainstreaming and the handicapped by planning and implementing inservice programs. Finally, the principal's support of mainstreaming can help ensure the success of mainstreaming in their buildings.

The objectives of this program are:

1. To develop an awareness of the problems of special education.
2. To develop an awareness of the different types of special education programs.
3. To become familiar with special children and their needs.
4. To outline techniques to meet the needs of the special education child in the regular classroom (mainstreaming).
5. To discuss legal issues and the moral and ethical implications.
6. To outline parental concerns for their handicapped child.

To accomplish these objectives, 16 sessions are planned. Each session will be conducted by experts in various areas of special education. The 27 participants in the program will develop a practical handbook to be used by Toledo Public Schools for providing appropriate education to mild, moderate, severe/profound, and low-incidence students. (Syllabus)

OFFICE OF STAFF DEVELOPMENT
TOLEDO PUBLIC SCHOOLS

ADMINISTRATION OF SPECIAL EDUCATION
IN AN URBAN SETTING

The attached describes a total of 34 inservice programs. Seventeen are designed for elementary administrators and 17 for secondary administrators. These inservice sessions should be attneded according to the schedule printed below for those individuals desiring university credit.

In addition to attendance at the sessions described above, other meetings may be arranged by the Executive Director, the Supervisor of a particular special education field and teachers with similar interest or needs.

Plans for all requested sessions must be submitted to the Administrative Assistant for Staff Development for approval. The inservice application form will be used which calls for detailed information relative to:

1. Goals of anticipated inservice session
2. Inservice design, including procedure, audience, resource requirements, etc.
3. Consultants recommended
4. Evaluation design

To receive university credit, participants must sign attendance forms at each session. These forms will then be forwarded to the Office of Staff Development.

For administrators, credit may be earned by attending the initial all day workshop at the Hillcrest or Sheraton Inn and:

16 scheduled sessions = 6 university credits
10 scheduled sessions = 4 university credits
5 scheduled sessions = 2 university credits
2 scheduled sessions = 1 university credit

Registration will be conducted on Tuesday, January 13, 1981.

OFFICE OF STAFF DEVELOPMENT
TOLEDO PUBLIC SCHOOLS

ADMINISTRATION OF SPECIAL EDUCATION
IN AN URBAN SETTING

PHASE I - ADMINISTRATIVE STAFF

November 18, 1980 — Elementary Administrators

Introduction to "Administration of Special Education Programs in an Urban Setting"

12:30 - 7:30 p.m. -- Hillcrest Hotel

...Dr. John O'Donnell, Department Chairman
Administration & Supervision
University of Dayton

...Dr. Donald J. Steele, Jr., Superintendent
Toledo Public Schools

...Robert Carson, Executive Director
Instructional Support Services

November 25, 1980 — Secondary Administrators

Introduction to "Administration of Special Education Programs in an Urban Setting"

12:30 - 8:00 p.m. -- Sheraton Motor Lodge, Westgate

...Dr. John O'Donnell, Department Chairman
Administration & Supervision
University of Dayton

...Dr. Donald J. Steele, Jr., Superintendent
Toledo Public Schools

...Robert Carson, Executive Director
Instructional Support Services

January 13, 1981 — All Administrators

"Public Law 94-142 and the Least Restrictive Alternative"

Legislation regarding special education will be reviewed. How does State and Federal Law affect the handicapped? What are their rights and responsibilities?

Adm. of Special Education Programs - (continued)

The history of special education will be discussed and the implications of mainstreaming will be noted.

4:30 - 7:30 p.m. -- Board Room, Administration Building

...Dr. Alex Johnson and Dr. Ellen Williams, Assistant Professors, Bowling Green State University

January 20, 1981 (Tuesday) — Elementary Administrators

Response to Elementary Administrative Staff Special Education Concerns

Criteria for mainstreaming in Toledo's public schools will be outlined. Discussion of barriers to mainstreaming, i.e., teacher attitudes and burnout, descriptive children, and legal entanglements.

4:30 - 7:30 p.m. -- Board Room, Administration Building

...Robert Carson, Executive Director Instructional Support Services

January 21, 1981 (Wednesday) — Secondary Administrators

Response to Secondary Staff Special Education Concerns

Criteria for mainstreaming in Toledo's public schools will be outlined. Discussion of barriers to mainstreaming, i.e., teacher attitudes and burnout, descriptive children, and legal entanglements.

4:30 - 7:30 p.m. -- Library, Start High School

...Mr. Robert Carson, Executive Director Instructional Support Services

January 26, 1981 (Monday) — Elementary Administrators
January 27, 1981 (Tuesday) — Secondary Administrators

Role and Responsibilities of the School Psychologists

Explanation of the duties of psychological services, follow-up on testing and re-evaluation, recommendations of school psychologists to teachers, psychological scheduling and communicating with parents.

Adm. of Special Education Programs - (continued)

4:30 - 7:30 p.m. -- Board Room, Administration Building

...Bruce Kelly, Supervisor
Psychological Services -- and
others to be announced

February 2, 1981 (Monday) — Elementary Administrators
February 3, 1981 (Tuesday) — Secondary Administrators

Understanding the Problems of the Learning Disabled Child: Part I

The Learning Disabled Child: Assessment, Placement, Instruction and Evaluation

4:30 - 7:30 p.m. -- Board Room, Administration Building

...LaNelle Rhodes, Supervisor
Learning Disabilities

...Sally Herringshaw, Teacher
Special Education - McKesson

February 9, 1981 (Monday) — Elementary Administrators
February 10, 1981 (Tuesday) — Secondary Administrators

Understanding the Problems of the Learning Disabled Child: Part II

The School Principal: Facilitator of effective education programs for the learning disabled in a regular classroom. How does he function, his responsibilities, motivation of people. Ways to mainstream the learning disabled will be discussed.

4:30 - 7:30 p.m. -- Heatherdowns School

...LaNelle Rhodes, Supervisor
Learning Disabilities

...Sally Herringshaw, Teacher
Special Education - McKesson

February 17, 1981 (Tuesday) — Elementary Administrators
February 18, 1981 (Wednesday) — Secondary Administrators

Understanding the Severe Behavior Disordered

A brief overview of identification and programs for the severe behavior disordered student and

the educational implications for the regular teacher. Strategies for instructing, special materials used.

4:30 - 7:30 p.m. -- Cummings School

...Bert Barnett, Principal, Cummings School

...Vincenz Meyer, Supervisor
Severe Behavior Disordered

Tour: Bert Barnett, Cummings School

February 23, 1981 (Monday) — Elementary Administrators
February 24, 1981 (Tuesday) — Secondary Administrators

Understanding the Problems of the Educable Mentally Retarded Child

A brief overview of identification of and programs for the educably mentally retarded student and the educational implication for the regular teacher. Strategies for instruction, special materials used.

4:30 - 7:30 p.m. -- Board Room, Administration Building

...Phyllis Berman, Supervisor
Adjusted Curriculum, Grades 7-12

...Vera Heard, Supervisor
Adjusted Curriculum, Grades 1-6

March 2, 1981 (Monday) — Elementary Administrators
March 3, 1981 (Tuesday) — Secondary Administrators

Low Incidence Handicapping Conditions

Panel will overview programs in Toledo for visually, hearing and speech impaired children. Theoretical and practical implications for regular classroom teachers.

4:30 - 7:30 p.m. -- DeVilbiss High School

...Dr. Julie Todd, Director
State of Ohio Vision Center

Adm. of Special Education Programs - (continued)

...Jon Shepard, Teacher
Visually Impaired
DeVilbiss High School

...Pat Black, Supervisor
Programs for the Hearing Impaired

...Barbara Price, Educational Audiologist
Lucas County Board of Education

...Fran Lawrence, Department Chairperson
Speech Therapy & Language

...Carolyn Lopez, Building Representative
Toledo Federation of Teachers

Tour: Martin Veith, Principal
DeVilbiss High School

Tour: Greg Libke, Principal
East Toledo Junior High School

March 9, 1981 (Monday) — Elementary Administrators
March 10, 1981 (Tuesday) — Secondary Administrators

Understanding the Problems of the Physically Handicapped Child

A brief overview of the identification and the programs for the physically handicapped student and the educational implication for the regular teacher. Strategies for instruction, special materials used and a tour of teaching labs will be conducted.

4:30 - 7:30 p.m. -- Glendale/Feilbach School

...Monica Deubel, Director, Special Education

Tour: Florence Coover, Principal
Glendale/Feilbach

March 16, 1981 (Monday) — Elementary Administrators
March 17, 1981 (Tuesday) — Secondary Administrators

Sensitivity Training

Human Relations
...Floyd Rose, Director
Human Resources

...Earl Apgar, Director
E.S.A.A. Project

What's It Like To Be Handicapped?
...Karl Lysinger, Consultant
Instructional Resource Center

4:30 - 7:30 p.m. -- Board Room, Administration Building

March 23, 1981 (Monday) Elementary Administrators
March 24, 1981 (Tuesday) Secondary Administrators

Behavior Management Techniques

A theoretical and practical approach in behavior management for the severe behaviorally handicapped student in the special class and the regular classroom setting. Strategies for instruction, special materials used and tour of teaching labs will be conducted.

4:30 - 7:30 p.m. -- Location to be announced

...Dr. Edward Fiscus, Assistant Professor
Bowling Green State University

...Robert Freeman, Assistant Professor
Bowling Green State University

...Vincenz Meyer, Supervisor
Severe Behavior Disorders

March 30, 1981 (Monday) Elementary Administrators
March 31, 1981 (Tuesday) Secondary Administrators

The Leadership Role

Responsibilities to the special education and regular education parent will be discussed. Success techniques will be reviewed and methods of creating problem solving teams and procedures.

4:30 - 7:30 p.m. -- Board Room, Administration Building

Adm. of Special Education Programs - (continued)

...Dr. Alex Johnson, Moderator
Bowling Green State University

...William Lehrer, Executive Director
Elementary Education

...Robert Roman, Executive Director
Secondary Schools

...Richard St. John, Principal
McTigue Junior High

April 6, 1981 (Monday) — Elementary Administrators
April 7, 1981 (Tuesday) — Secondary Administrators

How to Plan a Successful Inservice Meeting

An overview of a successful Staff Development meeting or program will be presented. Methods for determining needs, preparing the audience, preparing the speakers, consultants and utilizing resources will be presented.

4:30 - 7:30 p.m. -- Washington School
Instructional Resource Center

...Walter Bonkowski

...Karl Lysinger

...Dr. John Van Duyne

Tour: Tom Creekmore, Principal
Walbridge School

April 13, 1981 (Monday) — Elementary Administrators
April 14, 1981 (Tuesday) — Secondary Administrators

Participants will meet with supervisors of teachers of low incidence handicaps (visually, hearing, speech impaired) to plan, to discuss, the publication of a brochure to assist the special education and regular education teacher.

4:30 - 7:30 p.m. -- Board Room, Administration Building

Adm. of Special Education Programs - (continued)

Topics to be considered:

- Describe the handicap
- Possible behavior patterns
- Reasons for behavior
- Recommendations for teachers - special education and regular
- Tips for teachers - organization, behavior modification, lesson planning

April 27, 1981 (Monday) — Elementary Administrators
April 28, 1981 (Tuesday) — Secondary Administrators

Participants will meet with supervisors of the learning disabled to plan and to discuss the publication of a brochure to assist the special education and regular education teachers.

4:30 - 7:30 p.m. -- Board Room, Administration Building

Topics to be considered:

- Describe the handicap
- Possible behavior patterns
- Reasons for behavior
- Recommendations for teachers - special education and regular
- Tips for teachers - organization, behavior modification, lesson planning

May 4, 1981 (Monday) — Elementary Administrators
May 5, 1981 (Tuesday) — Secondary Administrators

Participants will meet with supervisors of teachers of the educable mentally retarded to plan and to discuss, the publication of a brochure to assist the special education and regular education teachers.

4:30 - 7:30 p.m. -- Board Room, Administration Building

Topics to be considered:

- Describe the handicap
- Possible behavior patterns
- Reasons for behavior
- Recommendations for teachers - special education and regular
- Tips for teachers - organization, behavior modification, lesson planning

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Tiffin City Schools Project

The goals of this project are to:

1. Assess the effectiveness of the curriculum of the LD self-contained classroom and the LD tutoring program;

2. Determine in-service training needs for LD tutors, teachers, regular education teachers who have LD children phased into their classroom. The planning for the project is being done by the School Psychologist, Patrick Harris; the Director of Elementary Instruction, Mr. Carl Assenheimer; and myself, HPIS liaison.

A survey tool has been developed and is currently being revised by the Tiffin City Schools staff. Input has also been solicited from the SERRC consultant, Mrs. Mary Yaskowitz. The survey tool will be personally administered in a personal interview with the teacher. The results will be tabulated and reviewed. Planning will then proceed in terms of planning in-service training as well as making necessary changes in curriculum design.

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Clyde Exempted Schools Project

The planning for three in-service workshops was done by Mrs. Diane Stucky, LD/Special Education Supervisor - Sandusky County, Mr. Mark Gagyi - Director of Curriculum and Pupil Personnel; Mrs. Mary Yaskowitz, SERRC consultant, and myself - HPIS liaison.

The first set of inservices were held November 6. The morning session dealt with the administrator's role in mainstreaming. Their legal responsibilities and their attitudes were the main themes. Approximately 10 administrators attended. The response was excellent. Dialogue and discussion were effective in brainstorming problem-solving techniques. Every participant sent a personal letter to the SERRC consultant indicating that it was worthwhile and beneficial. One of the primary benefits noted was the opportunity to meet with peers to share ideas and feelings. The afternoon session was for special education teachers and counselors. The intent was to deal with practical hands-on ideas for helping to create a successful mainstreaming process. This session was attended by approximately 16-18 teachers. It was less successful. Possible reasons for this was that the LD teachers and EMR teachers had very specific concerns and both could not be dealt with adequately in one session. Another relevant factor may have been that their supervisor sat in on the workshop and seemed to inhibit their participation and honest sharing of ideas and frustrations.

A second inservice is scheduled for February 18. This workshop is geared for the primary teachers and the goal is to provide them with information and skills to be better able to identify special children. A guest speaker has been secured for this workshop.

A third workshop is scheduled for March 31. This workshop will deal with writing valid and worthwhile IEP's. A review of behavioral objectives will constitute a portion of the workshop. Clyde Exempted Schools IEP format will be used in teaching the concepts.

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Liberty Center
Project Abstract
Ruth Johnson, Liaison

I. Liberty Center Elementary School Inservice Development

The inservice at Liberty Center will focus on the specific needs of one particular building and will involve 30 teachers working with 300 students. Through a personal interview approach, the needs and concerns of the teachers were assessed during two visitations by the liaison from BGSU. A planning team, consisting of BGSU personnel, an IRC consultant, a county supervisor, the elementary principal, and the building teacher, was formed to plan and implement an inservice program based on the identified needs. The identified needs fall basically into two categories: mainstreaming the mildly handicapped student and individualizing instruction in the classroom.

Early dismissal of students is scheduled for two days to provide time for the inservice programs. Session I will deal with the IEP process, including identification, assessment, diagnosis, and prescription. During the interim period of 5 weeks between Session I and Session II, each teacher will be asked to work on a child-study project, applying the principles of individualizing instruction. A consultant will be available at the school at designated times during this interim to assist teachers on this child-study project. Session II will focus on group sharing and group problem solving. Further options for individualizing instruction will also be offered.

Evaluation of the inservice will be in the form of a questionnaire and personal interview. Follow-up consultation will be available.

Through the contacts made in the development of this inservice, some interest was generated in special education University extension courses.

II. Development of brochure featuring BGSU Special Education personnel available for development of inservice programs.

This brochure will indicate the areas in special education various faculty members are prepared to address.

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An afternoon inservice program is being planned for the high school teachers at Wayne Trace Local School System in Paulding County. Twenty-eight teachers affecting approximately 500 students will participate.

The main topic of concern according to the local superintendent appears to be the mainstreaming of mildly handicapped students. A short assessment of self-perceived needs regarding mainstreaming will be anonymously completed by the teachers several weeks prior to the inservice in order to increase the practicality of the presentation. Additionally, specific questions or problems will be solicited during the inservice presentation itself.

I have also been in the process of developing evaluative instruments to be used for program assessment, improvement, and acquisition of demographic data. These evaluative measures will be related as much as possible to course content defined by syllabi, and should be administered to all participants of past, present, and future endeavors under the auspices of the grants. In the future such evaluations should be used both prior to and following the course in order to show growth related to participation.

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INSERVICE PROGRAM

Course Title: Guidance Counselors and Exceptional Children

Rationale: Because of their leadership roles within the schools, guidance counselors are in a unique position to assist exceptional children, their families, and the educational system in the successful implementation of the Education for All Handicapped Children Act of 1975 (P.L. 94-142). However, many counselors completed their professional training prior to the emphasis on working with exceptional children and may lack the depth of knowledge and experience with this population to assume this new component to the responsibilities of their leadership role effectively. This course is aimed at helping these counselors as they prepare themselves for their future role in assisting exceptional children and youth, and their families.

Time: Three weekend sessions during the Fall Quarter, 1980; each session consists of Friday evening, 6-10 p.m. (4 hours), Saturday morning, 9-12 noon (3 hours), and Saturday afternoon, 1-4 p.m. (3 hours).

Credit: Three hours of post-Master's graduate credit (30 total contact hours).

Location: Bowling Green Holiday Inn

Dates: October 3-4, November 7-8, December 5-6.

Course Outline:

Session I - October 3-4

Friday p.m.

1. History of exceptional children, special education, litigation and legislation.
2. P.L. 94-142, Ohio HB 455, and pursuant rules and regulations.
3. Changing relationship between "education" and "special education"
4. SERRC (IRC) network

5. The Future: Trends and Issues
6. A Proposed Role: The Counselor and Exceptional Children
7. Needs Assessment
   a. Future sessions of this course
   b. Reaction to role proposal

Saturday a.m.

1. The Counselor and Special Education and Exceptional Children--Reaction to Role Proposal
2. The Counselor as Consultant

Saturday p.m.

1. Problem Solving Regarding Legislative Mandates Dealing with Exceptional Children and Their Parents
2. Role Playing Dealing with the Counselor as a Consultant
3. Practical Exercises (i.e., role playing) combining concepts in #1 and #2 above.

Session II - November 7-8

Friday p.m.

1. Counselor as Consultant - teachers (special/regular) (multidisciplinary teaming, etc.)
2. Who are the Exceptional Children?
   a. Overview of exceptionality
   b. Overview of state standards

Saturday a.m.

1. Interaction with Exceptional Children
   a. Project NOW (mild MR)
   b. Wood Lane (moderate and severe MR)
   c. Star Commonwealth (BD and ED)

Saturday p.m.

1. Debriefing--follow-up to interaction with exceptional children and youth
2. Special concerns presented by these children to their parents, teachers, superintendents, principals, peers, and others.

Session III - December 5-6

Friday p.m.

1. Consulting with parents of exceptional children--role playing.
2. Counseling with parents of exceptional children--role playing.

Saturday a.m.

1. Interaction with parents of exceptional children--large group.

2. Interaction with parents of exceptional children--small group.

Saturday p.m.

1. Debriefing--follow-up to interaction with parents.
2. Special concerns presented by parents (and teachers, etc.) of exceptional children.
3. Course summary and evaluation.

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Needs Assessment Inservice Project

On February 9, 1981, the Council for Exceptional Children's Needs Assessment Project will be conducting a training session on assessment for the Northwest Ohio IRC staff and grant personnel from the Department of Special Education at Bowling Green State University. This is one of only a very few needs assessment training sessions that CEC will be conducting around the country this year as part of their needs assessment model training project.

The content of this workshop includes the following:

1. definition of needs assessment
2. review of the general process of needs assessment
3. review group process techniques to assess needs (and demonstrate one such technique)
4. summarize the training needs of the group
5. address the priority concerns in discussion
6. sharing of needs assessment materials including an instrument file

In order to extend the influence of this training, to involve the ideas of persons working directly in local schools, and to prepare for future dissemination of needs assessment techniques and procedures, one representative from each of the 13 Ohio counties in the NW Ohio SERRC region has been invited to participate in this workshop. They were selected because of their leadership roles and previous involvement with (or potential future involvement with) conducting needs assessments to plan and implement inservice training programs for educational personnel. We believe that this training program can be quite beneficial to all the participants who desire to learn more about the processes and techniques of needs assessment, which is the prerequisite of effective inservice.

While acceptance of this invitation and attendance at the workshop does not obligate participants in any way to further participation, we are hoping that participants will want to join us in following up this initial training session with planning sessions in February and/or March. These planning sessions (group or individual) will be aimed at using the knowledge gained at the CEC training sessions to implement unique needs assessment procedures specific to your county.

Northwest Ohio IRC Staff
BGSU Special Educational Staff
Selected Representatives from the 13
Counties of the NW Ohio SERRC

APPENDIX B

PROJECTS BEING PLANNED

INSERVICE PROGRAM PROPOSAL

Course Title: Update in School Psychological Service 1980

Rationale: Changes in education and psychology continue to affect the evolving role and function of the school psychologist. This course is aimed at helping the practicing school psychologist keep abreast of current trends and issues in order to maintain and enhance their effectiveness.

Course Meeting Time: Thursdays, 5:30-8:30 p.m.

Credit: 3 hours of post-Master's Graduate credit (30 contact hours)

Course Outline:

Session I -- Registration, Introduction, Overview of Course, Needs Assessment

Session II -- School Psychological Services in Special Education-- Yesterday, Today and Tomororw

Session III -- Assessment Practices and Placement Alternatives for High Incidence Handicapped

Session IV -- Assessment Practices and Placement Alternatives for Low Incidence Handicapped

Session V -- Psychoneurological Assessment

Session VI -- Assessment Practices and Placement Alternatives for the Mentally Retarded

Session VII -- Assessment Practices and Placement Alternatives for the Gifted

Session VIII-- State Board of Psychology and the Ethical Practice of Psychology and School Psychology in Ohio

Session IX -- Consultation Update for School Psychologists

Session X -- Counseling with Families

Session XI -- Assessment Practices and Placement Alternatives for the Behaviorally and Emotionally Disordered

NOTE: Another session entitled "School Psychology and Professional Organizations--Reaching Individual Professional Goals Through Professional Associations," might be substituted or added to the list above.

Faculty: Fiscus, Chambers, and consultants from specialists in Psychology and School Psychology in Ohio.

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Findlay City and Hancock County Inservice Project - LD Certification Package

Findlay City Schools, Hancock County Schools, and the Department of Special Education at Bowling Green State University is sponsoring a training program leading to state certification in learning and behavior disorders.

Participants in this program will complete the following courses in Findlay for institutional endorsement in L&BD.

Spring

1.0 Education of Exceptional Children

2.0 Educational Understanding of Children with Learning and/or Behavior Disorders

Enrollment in EDSE 431 or 451 is only required of students who have not completed these courses.

Summer

3.0 Seminar in Curriculum Planning for Children with Specific Learning and/or Behavior Disorders

4.0 Practicum in Teaching Children with Specific Learning and/or Behavior Disorders

5.0 Seminar in Differential Diagnosis in Specific Learning and/or Behavior Disorders

6.0 Seminar in Educational Evaluation or Operant Behavior Management Principles

The Spring courses will begin on March 30, 1981 continuing through June 12, 1981 and will be offered on a weekly basis. The summer program will begin on June 8, 1981 and continue on a daily basis through July 31, 1981.

Students will participate as teachers in a summer program for area LD and EMR students as well as attend daily classes for graduate instruction. The combination of class instruction and summer teaching will enable students to meet practicum requirements and immediately implement instructional techniques acquired in graduate classes.